

INSPECTION REPORT

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Ashmore Park, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104379

Headteacher: Mr M Murphy

Lead inspector: Mrs V Ward

Dates of inspection: 15 – 17 September 2003

Inspection number: 255886

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	198 fte
School address:	Ashmore Avenue Ashmore Park Wednesfield Wolverhampton WV11 2LT
Telephone number:	01902 558725
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Appropriate authority:	Governing body
Name of chair of governors:	Miss P Heffernan
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated near the northern edge of Wolverhampton. More than half of its pupils live on the housing estate immediately surrounding the school. Much of this is council-owned property. The remaining pupils travel from privately-owned housing which is further afield. There are currently 183 pupils attending the school full-time and an additional 30 attending the nursery part-time. There are slightly more boys than girls. Ninety-five percent of the pupils are white, the remaining five percent having a wide range of ethnic backgrounds. Very few pupils speak English as an additional language. Children are admitted to the nursery five times each year, at the beginning of each half term. The children's attainment on entry varies widely, but, in several aspects, it is below that normally expected of three year olds. The percentage of pupils known to be eligible for free school meals (ten percent) is below the national average. Nine percent of the pupils are identified as having special educational needs, a figure that is well below the national average. None of these pupils has a statement of special educational need. Several pupils join the school during the course of the school year, with only a few leaving.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19028	Mrs V Ward	Lead inspector	Foundation Stage, Music, Physical Education, English as an additional language
31758	Mr E Tipper	Lay inspector	
12367	Mr A Green	Team inspector	Mathematics, Science, Art and Design, Design and Technology
22729	Mr R Arnold	Team inspector	English, Information and Communication Technology, History, Geography, Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The **effectiveness** of the school is **satisfactory** and improving. The children are given a good start in the Foundation Stage and this is built upon throughout the school. The pupils' achievement is satisfactory. The number of pupils who join the school after the reception year presents a significant challenge in terms of raising standards. Teaching is satisfactory overall, with several consistently good aspects across the school. Leadership and management are good overall. Pupils and parents are positive about the school: it has a strong, caring ethos which results in good personal development for the pupils. The school gives **sound value for money**.

The school's main strengths and weaknesses are:

- The care provided for individual pupils is very good and supports their learning.
- The governors, headteacher and senior staff work effectively in leading school improvement.
- Standards in writing, speaking and information and communication technology are below average.
- The pupils' positive attitudes, effective relationships and good behaviour help them to learn.
- The teaching in the Foundation Stage is good and enables the children to achieve well.
- Pupils are given insufficient feedback to help them to know how much progress they are making.

Since the school was last inspected in 1998, it has improved significantly. It has begun a thorough system of self-evaluation and uses its school development plan effectively to drive change. This is resulting in improvement in standards. The leadership of the headteacher and governors, the pupils' personal development and the physical environment and resources have all improved markedly. Whilst good progress has been made with most of the key issues, the school has yet to complete the development of information and communication technology and assessment.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	E
Mathematics	B	D	D	E
Science	C	D	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

As year groups are small, fluctuations in the ratio of higher attaining pupils to those with learning difficulties inevitably cause some variations in results year on year. In addition, when making comparisons with attainment in similar schools, it should be borne in mind that over one third of the pupils tested in 2002 did not attend the school in 1998 when they were in Year 2; analysis of individual pupils' achievement shows that those who attend for the full eight years achieve better than those who are admitted part-way through. **Achievement is satisfactory overall**, and it is good in the Foundation Stage and in Year 6. It is also good in mathematics, science and music. For higher attaining pupils and those with special educational needs, achievement is satisfactory and for those learning English as an additional language, it is good.

In the Foundation Stage, standards are average in relation to the goals children are expected to reach by the end of the reception year. However, fewer children reach these goals in speaking and

writing. By Year 2 and Year 6, standards in reading, mathematics and science are average; standards in speaking, writing and information and communication technology are below average and achievement is unsatisfactory.

The pupils' personal qualities are good. They have positive attitudes to school and are enthusiastic and motivated to learn. Standards of behaviour are good both inside and outside school. Attendance is now satisfactory and most pupils are punctual. The spiritual, moral, social and cultural development of the pupils is good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**.

Teaching is **satisfactory** overall, although it is frequently good in the Foundation Stage and often very good in Year 6. In both the nursery and reception classes, the good teaching helps the children make rapid progress. Across the school, the positive relationships, the team work of all of the staff and the good class management promote a calm working atmosphere in which pupils can learn effectively. The teachers motivate the pupils well by making lessons interesting. Teaching is good in mathematics in Years 3 to 6 and in science and music across the school. However, written feedback to pupils lacks sufficient information about how well they are doing and what they should do to improve.

The curriculum in the nursery provides a good range of interesting and stimulating activities. Through the rest of the school the curriculum is satisfactory, and is greatly enhanced by the use of educational visits and visitors. The quality and use of individual education plans for pupils with special educational needs are unsatisfactory. The levels of care, welfare and health and safety to support the pupils are very good and provide a secure environment in which pupils can learn. Links with parents, other schools and the community are good and enrich the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall.

The headteacher provides good leadership. He provides a clear sense of purpose to school improvement, which is successfully shared with all staff. He is ably supported by the deputy headteacher who works with total commitment to achieving the school's aims. Management is satisfactory overall, with some significant strengths. The work of the governing body is good. The governors organise their work well and are involved in the school both strategically and on a day-to-day basis.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and feel that their children do well, both academically and in their personal development. The Parent Teacher and Friends Association contributes significantly to the school's development through both practical help and fund raising. The pupils enjoy being in school and feel valued.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in writing and speaking across all subjects;
- improve the effectiveness of individual education plans for pupils with special educational needs;
- raise standards in information and communication technology;
- improve the feedback given to pupils so that they are involved in evaluating their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards overall are average and achievement is satisfactory. good for the children in the Foundation Stage and the pupils in Year 6. Achievement is satisfactory for pupils with special educational needs and for those learning English as an additional language, it is good. There is no significant difference between the achievement of boys and girls or amongst pupils from different ethnic backgrounds.

Main strengths and weaknesses

- Standards are gradually rising in English, mathematics and science, and in investigative science, standards are above average.
- Standards in writing and speaking are below average and the pupils' achievement is unsatisfactory.
- The pupils' achievement in mathematics, music and investigative science is good.
- Standards in information and communication technology are below average and achievement is unsatisfactory.

Commentary

1. The school's analysis of its results and consequent action to bring about improvement is proving successful in raising standards. Strategies to improve numeracy and reading are having a positive effect. A recent focus on improving the achievement of higher attaining pupils has proved successful, with greater numbers achieving better standards than hitherto, in the most recent national tests. Inadequacies in the content and use of individual education plans for pupils with special educational needs mean that the achievement of these pupils is not consistently as good as it could be.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	14.3 (14.1)	15.8 (15.7)
Writing	12.7 (13.4)	14.4 (14.3)
Mathematics	14.4 (14.7)	16.5 (16.2)

There were 23 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.4 (26.5)	27.0 (27.0)
Mathematics	26.1 (26.7)	26.7 (26.6)
Science	29.0 (28.4)	28.3 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

2. As year groups are small, the balance between the proportion of higher attaining pupils and those with learning difficulties inevitably causes some fluctuation in results. In addition, analysis of pupils' progress shows that the pupils who attend the school for the full eight years tend to do

better by Year 6 than the significant number who are admitted after the reception year. In 2002, there was a higher proportion of pupils with special educational needs in Year 2, which caused a dip in results.

3. The children start in the nursery with skills which are often below those expected of three year olds. They achieve well in both the nursery and reception classes because of the good teaching and the provision for individual needs. Records show that, by the end of the reception year, the majority reach the expected goals in all areas of learning. However, fewer children reach these goals in speaking and early writing skills.
4. In writing, speaking and information and communication technology, standards are below average and achievement is unsatisfactory by the end of Year 2 and Year 6. The school has already identified these weaknesses and is taking steps to improve its provision. This is beginning to have an impact on writing, where standards are rising.
5. The pupils in Year 2 and Year 6 attain average standards in reading and their achievement is satisfactory. In science, standards are average overall, but are above average in investigative science. The teaching in science is often good and this enables the pupils to achieve well. In mathematics, standards are average but generally good teaching, especially in Year 6, enables the pupils to achieve well.
6. Standards are below average in information and communication technology because the teaching does not build progressively on the pupils' skills year on year. The school is aware of these shortcomings and is taking steps to bring about improvement. The very effective use of local computer facilities is raising standards in Year 6.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and the relationships they develop with adults and with each other are good. Their attendance is satisfactory and punctuality is good. The pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils show an interest in school life and in the range of activities provided, which supports their learning.
- Pupils behave well and form good relationships with each other and with adults.
- Pupils have respect for other people's feelings, values and beliefs and are prepared well for life in a multi-cultural society.
- The school has made good progress in raising levels of attendance since the last inspection, and has achieved considerable success in its efforts to ensure pupils arrive at school on time.

Commentary

7. Pupils' attitudes are good and this result has been maintained since the previous inspection. Pupils enjoy school and want to learn. Overall, they behave and listen well in lessons, especially when work is suitably matched to their individual needs. Behaviour around the school and in the playground is good and has improved since the last inspection, when it was satisfactory. Relationships between pupils, and pupils and adults, are good and contribute significantly to the pupils' positive attitudes to learning.
8. Through lessons, assemblies, Mass at the neighbouring church and visits, pupils are developing a good spiritual awareness, self-awareness and awareness of others. Adults act as good role models for pupils and ensure that they have a good understanding of right and wrong. School rules are generally applied consistently. The classrooms display rules, some of which have been discussed, agreed and signed by the teacher and the pupils.

9. Most of the children in the Foundation Stage are on course to reach the expected goals in their personal, social and emotional development by the end of the reception year. The high priority which is given to this development is entirely appropriate and assures the children's rapid progress.
10. Pupils' awareness of their own and other peoples' cultures is good and has improved markedly since the previous inspection, when it was unsatisfactory. They are prepared well for life in a multicultural society, for example, through participation in the local Multicultural Festival, a visit to a Sikh temple, art workshops and visiting speakers. Every year the school is host to a Japanese student who works with the pupils. This gives them a good insight in to the life and culture of Japan.
11. The pupils are given an increasing range of responsibilities as they grow. These responsibilities, combined with the behavioural expectations of the staff and the encouragement given to help the pupils work both independently and collaboratively, contribute significantly to their successful maturity.
12. The school has done much to encourage attendance and discourage absenteeism, so that current attendance figures are broadly similar to those of most other schools. The school's system for ensuring punctuality, whereby pupils arriving after the bell have to enter through the main entrance and have their names recorded in the late book, is proving successful. As a result, pupils who arrive on time do not have their learning at the beginning of the school day disrupted by latecomers.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British – Caribbean
Black or Black British – any other Black background
No ethnic group recorded

No of pupils on roll
139
2
1
1
1
1
2
1
1
64

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The teaching is satisfactory overall, and has many good features. The curriculum is satisfactory, and is greatly enriched by a range of additional activities. The school cares for the pupils very well. It works effectively with parents and the community.

Teaching and learning

Teaching and learning are satisfactory overall. There are good aspects of teaching and learning which are common throughout the school. The teaching and learning in the Foundation Stage are consistently good. In Year 6, much of the teaching is very good, and in these lessons, the pupils achieve particularly well. There are weaknesses in the assessment of pupils' progress.

Main strengths and weaknesses

- Good class management, high expectations of behaviour and positive relationships encourage the pupils to work well both independently and collaboratively.
- The teachers make learning interesting and this motivates the pupils to learn.
- Insufficient emphasis is placed on developing writing and speaking skills across the full range of subjects.
- Teaching and the assessment of the children's progress in the Foundation Stage are good.
- The pupils have insufficient knowledge of how well they have done and how they can improve.
- The teaching of information and communication technology is unsatisfactory overall.
- The teaching of science and music is good across the school. In mathematics, it is good in Years 3 to 6.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	3 (7%)	20 (48%)	17 (40%)	2 (5%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The positive relationships between adults and pupils, combined with good class management, are consistent strengths in the teaching across the school, and create an atmosphere which encourages learning. The teachers make learning interesting and this captures and sustains pupils' attention and motivates them to achieve.
14. The teaching of basic skills is satisfactory overall, but too few opportunities are planned to develop speaking skills. However, where teaching is very good, searching questioning is used very well to challenge pupils' thinking. In Years 1 to 6, the teaching of writing is not given sufficient emphasis to enable pupils to practise and improve their skills in subjects other than English. This applies to the quality of the content of pupils' writing, as well as to their handwriting and presentation.
15. Teaching in the Foundation Stage is consistently good and enables the children to make good progress in all aspects of their development. Thorough systems for assessing and recording the children's progress enable teaching to target individual needs.
16. Since the last inspection, the school has introduced appropriate assessment and recording procedures for English, mathematics and science. However, no whole-school procedures are in place to record pupils' progress in the remaining subjects, although this is a priority in the

school development plan. Discussion with pupils about their work is often good, but written feedback does not inform them about what they have achieved and what they need to do to improve. Overall, the pupils are not sufficiently involved in evaluating their own learning. Individual target setting with pupils is not in place and they have insufficient understanding of how well they are doing.

17. The small amount of teaching of information and communication technology which was observed in Years 1 to 5 was unsatisfactory. A lesson in Year 6 was very good. Overall, too few opportunities are created to integrate information and communication technology into lessons across a range of subjects.
18. Teachers and classroom assistants work very well as teams and this enhances the pupils' learning. This is particularly the case for the children in the Foundation Stage and for the pupils with special educational needs in the rest of the school. The teaching of science and music is good throughout the school, and the teaching of mathematics is good in Years 3 to 6. Good examples were seen of tasks being well matched to pupils' prior learning, so that the needs of the higher and lower attaining pupils were well met.

The curriculum

The provision for a range of curriculum opportunities is satisfactory. The opportunities for the enrichment of the curriculum are good and those for extra-curricular activities are satisfactory. The quality and quantity of accommodation and resources are satisfactory.

Main strengths and weaknesses

- Good use is made of educational visits and visitors to enrich the curriculum.
- The curriculum in the Foundation Stage is very relevant to the needs of the children.
- Individual education plans for pupils with special educational needs are unsatisfactory.
- Insufficient use is made of information and communication technology to support the curriculum.
- Good links have been established with secondary schools to ensure a smooth transition at the end of Year 6.

Commentary

19. Good use is made of visitors and educational visits to enrich the curriculum. For example, pupils visit museums to support their learning in science, they visit a chocolate factory to enrich their learning in history, and art galleries to broaden their experience in art and design. The latter was followed up by art workshops in the school for Years 3 to 6. Visitors to the school include artists, grandparents who talk about their experiences in the war, and specialist speakers who talk about the life and times of the Vikings. Pupils in Year 2 visit an outdoor activities centre and there is a bi-annual residential outdoor pursuits visit for pupils in Years 3 to 6. Themed days, such as a Roman Day, are used well to bring history alive.
20. The curriculum in the Foundation Stage is very stimulating and sustains the children's interest. There is a good range of activities across all areas of learning and appropriately strong emphasis is placed upon their personal, social and emotional development.
21. Whilst additional adult support for pupils with special educational needs is good, the quality and use of individual education plans is unsatisfactory. All of these pupils have individual education plans, but the quality of the learning targets is variable, some plans having too many targets and others being written in language which is not easy for the pupils to understand. Consequently, the pupils are not sufficiently involved in understanding how well they are doing and what they need to do next. It is not easy to track the pupils' progress as not all targets reflect the outcomes of the previous review.

22. Although the information and communication technology curriculum meets requirements, not enough time is allocated to the subject to ensure in-depth coverage. This has a negative impact on standards. Overall, teachers and learning support assistants have insufficient expertise and knowledge of how information and communication technology can be used to support learning across all subjects.
23. Good links have been established between the school and the local secondary schools to ensure a smooth transition from Year 6. Pupils in Year 4 visit a local secondary school for swimming lessons and pupils in Year 5 receive a variety of lessons, such as art. This gives the pupils a good knowledge of the school in advance of the move.
24. The headteacher is the curricular co-ordinator. He has a good knowledge of curricular strengths and which areas need development. Since the previous inspection, he has ensured that all subjects have a policy and scheme of work.
25. Resources are satisfactory overall and the school has identified where more resources are needed and is improving the range and quality as finances allow. The fabric of the accommodation has improved significantly since the previous inspection and a room, which is to become a computer suite, has just been built. There is no toilet with wheelchair access but plans are in place for one to be built in the next stage of the building programme. The field and hard area show signs of subsidence, which has a negative impact on outdoor games.

Care, guidance and support

The school makes very good provision for the care, welfare, health and safety of pupils and provides them with satisfactory support, advice and guidance. It also involves them in its day-to-day work and the ongoing development of its educational provision in a satisfactory manner.

Main strengths and weaknesses

- The school is very successful in ensuring that each pupil develops trusting relationships with at least one adult in the school.
- Very good arrangements exist for pupils joining the school to assist them in settling in as soon as possible.
- Pupils are very well cared for in a secure environment.
- The school council is proving successful as a means of enabling pupils to express their views about their school.
- Opportunities for pupils to be involved in monitoring their academic achievements are limited.

Commentary

26. The school works hard to ensure that all teachers, and other adults in the school, know the pupils well; the headteacher, in particular, endeavours to get to know each pupil individually. Pupils in Year 6 also help younger children through the 'buddy' system. Both parents and pupils speak very highly of the support pupils receive for their personal development throughout their life at the school.
27. Pupils who join the school at the nursery or reception stage are quickly integrated into the life of the school, and teachers seek to get to know their families so that they can address promptly any personal problems that arise. Parents are very appreciative of the support given by the school in ensuring that the initial experience of school life for their children is such a pleasant one. Pupils who join the school after the Foundation Stage, often in mid-term, also receive personalised support. This, in conjunction with the 'buddy' system, enables them to settle in quickly. The pupils work in very safe and secure surroundings, which have been improved by the new perimeter fencing. Regular health and safety audits are carried out and the headteacher co-ordinates the system for child protection effectively and ensures that the administration of medicines is carried out according to clear procedures.

28. Although only recently introduced, the school council is proving a very useful means of allowing pupils to put proposals to the headteacher concerning improvements to their life in school. These are carefully considered, with some changes being made as a result. However, there is little opportunity for pupils to assist in the planning and review of their work in class. All pupils, including those with special educational needs, have only a limited involvement in setting and reviewing their academic and personal development targets.

Partnership with parents, other schools and the community

The school has developed a good partnership with its pupils' parents and carers and has also established good links with other schools.

Main strengths and weaknesses

- Parents make a good contribution to pupils' learning both at school and at home.
- The school has established links with other schools which are of clear benefit to the progress of pupils.
- Written reports to parents are not as informative about their children's academic and personal progress as they could be.

Commentary

29. The school works hard to ensure that its parents have every opportunity to become involved in the learning of their children. Parents of pupils with special educational needs are kept informed when changes are made to the targets in their children's individual education plans. The school has run literacy and numeracy evenings, where parents are helped to understand what and how their children learn. These are supported by leaflets containing suggestions for educational activities pupils can carry out with their families as a part of everyday experiences, such as going shopping. Parents also get to know the topics to be covered in the coming year at an open evening early in the Autumn term. Many parents take advantage of these initiatives to help support the learning their children receive in school. The school also encourages parents to work in school and several take the opportunity to do so. It supported three parents who attended a ten-week 'Helpers in Classrooms' course which has allowed them to work in school with greater confidence. The school also helped organise a weekly 'Share Project' course for parents to enable them to assist their children with their literacy and numeracy learning. The Parent Teacher and Friends Association, run by a dedicated band of volunteers, is very successful in raising money. In the last year alone, £4000 was raised towards a new adventure playground. Overall, parents make a considerable contribution to the life of the school and the learning of their children.
30. The headteacher has forged some good links with other schools through organisations such as the local cluster group, School Improvement Partnership Board and the Catholic Head Teachers Association where issues of mutual interest are discussed and good practice shared. The school also takes part in several joint cultural activities such as the annual Multi-faith Festival, and plays in competitions for sports, including football and netball. The fact that Year 6 pupils leave to go to several secondary schools does not make it easy to organise appropriate transition arrangements for all pupils. However, a good relationship is being developed with one of the main receiving schools whose subject co-ordinators visit the school to work with pupils in Years 5 and 6. There are plans to further integrate the teaching of subjects in the two schools.
31. The school holds formal parents' evenings in the autumn and summer terms, and an informal one during the spring term, at which the performance of pupils is discussed. The annual written reports to parents do not, however, give a clear indication of the standard of attainment of each pupil or set specific and measurable individual targets. Parents are generally appreciative of the opportunities to meet their children's teachers to discuss progress. However, the shortcomings

in the school's targeting and assessment procedures limit the amount of information parents receive on whether pupils are making the expected progress and, if not, what they need to do to improve.

LEADERSHIP AND MANAGEMENT

The leadership and management are good overall. The leadership by the headteacher and deputy is good. Management of the school is satisfactory and has several strengths. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a good understanding of what the school needs to do to improve.
- Governors support the school well and carry out their statutory duties efficiently.
- The role of the special needs co-ordinator is unsatisfactory.
- Performance management is well established for all teachers.
- The school's finances are well administered
- The role of curricular leaders has improved since the last inspection.

Commentary

32. Leadership by the headteacher is good and he has improved the school significantly since the last inspection. He is very well supported by the deputy headteacher and together they form an effective team. There is a shared commitment amongst all staff to inclusion and to raising standards. The staff work hard to help the significant number of pupils who move from other schools mid-term to settle into their new school. This is very successful in terms of pupils' behaviour and personal development, but it often takes longer for them to achieve their full academic potential and this can have a negative impact on standards in the national tests.
33. The headteacher has established an effective system of school self-evaluation, which is shared with the staff and governors. This process has enabled the staff to identify, in advance of the inspection, the most significant weaknesses and to put plans for improvement into place. Following the school's analysis of its results, specific attention was paid to raising the achievement of higher attaining pupils. Action was taken and, as a consequence, the achievement of these pupils has improved.
34. Governors are very committed and are supportive of the school and the headteacher. They carry out all statutory duties effectively. Governors regularly visit the school and some assist in the school. They are fully involved in school self-evaluation exercises and have a clear understanding of the school's aspirations and challenges. Records of governing body meetings show clearly that all committees are functioning well.
35. The role of the subject co-ordinators was a key issue in the previous inspection report. Their roles are now well defined and the co-ordinators are having an impact on raising standards. However, insufficient time is allocated to the co-ordinator for special needs to carry out his role effectively, and this results in some shortcomings in the school's provision for pupils with special educational needs. There is insufficient rigour in the setting and monitoring of appropriate targets for these pupils.
36. Performance management for teachers and the headteacher is well established. The headteacher regularly monitors teaching and provides developmental feedback. The continuing professional development needs of all staff form an integral part of this process and are linked to whole school as well as personal targets. For example, all staff have received training on how to improve children's writing, and this is beginning to impact on standards.

37. Finances are well managed and the school has adopted a sensible set of 'best value' principles. The governors' finance committee, in partnership with the headteacher and local authority, has transformed a deficit budget two years ago into a small surplus budget with a well planned vision for the future, which is reflected in the school development plan. This has resulted in considerable improvements to the fabric of the school and has enabled staffing levels to be maintained.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	425332	Balance from previous year	35440
Total expenditure	426186	*Balance carried forward to the next	33246
Expenditure per pupil	2196		

*Monies carried forward were appropriately reserved for a building project.

COMMUNITY LINKS

What is the effectiveness of community links

The school has developed good links with the community which have a beneficial influence on the personal, social and academic development of its pupils.

Main strengths and weaknesses

- Strong links with the local Roman Catholic church, its clergy and parishioners.
- Relationships with local organisations, such as the library and community information and communication technology centre enhance pupil's learning.
- Successful working with adult training providers to organise courses for the benefit of parents.

Commentary

38. The school has very close links with the local church and its parishioners and these help to reinforce the strong ethos of the school. The whole-school mass held in the church to celebrate the beginning of the school year was a particularly moving occasion, involving pupils, their parents, teachers, support staff and parishioners. The pupils are regular visitors to the church and the priest often visits the school, as do parishioners. They listen to pupils reading and bring a greater understanding of recent history and past lifestyles to their discussions with them. The church social centre is also well used by the school, for purposes such as fundraising events, meetings and running courses.
39. Pupils from the school make weekly visits to the nearby library where they gain familiarity with its operation and a greater appreciation of the range of books available. They also use the local Community Information and Communication Technology Centre to enable them to develop their skills, using a range of computer equipment which they are unable to experience at school.
40. Links with a local college of further education and another outside agency have enabled the school to run courses for parents such as the 'Share Project' and 'Helpers in Classrooms'. The school also has a partnership with a teacher training institute which the headteacher views as an opportunity for the school to learn from the students, as well as vice versa.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision across the areas of learning is good and this has been maintained since the previous inspection. On entry to the nursery, many of the children have skills which are below those expected of three-year-olds. In particular, a significant number have poor speaking, listening and social skills. The very good induction procedures help the children to settle quickly, and the focus on social and personal development enables the children to make rapid progress. The teaching is good throughout the Foundation Stage. This enables the children to achieve well so that the majority reach the expected goals by the end of the reception year. The good teaching has been maintained since the last inspection. The leadership and management of the Foundation Stage are good. The teachers and teaching assistants in both the nursery and reception classes work very effectively as a team and this ensures that there is a continuum of learning for the children. This is particularly important because when new children are admitted each half term, the older children from the nursery move into the reception class. The staff provide a wide range of stimulating activities which are relevant to the needs and interests of these young children. These activities are organised into a rolling programme to prevent repetition when the children move classes. The children's progress is monitored closely and recorded systematically, so that provision can be matched closely to need.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well and most are on course to reach the expected goals by the end of their reception year.
- Effective induction procedures enable children to settle quickly and feel secure.
- The children behave well and respond positively to the daily routines.
- The children show curiosity and engage purposefully in their play.
- The children are taught well to consider the needs of others.

Commentary

41. The children achieve particularly well in this area of learning. The development of personal, social and emotional skills is given suitably high priority in both classes and this is particularly important as many of the children have poor skills when they are first admitted. The successful induction procedures enable the children to settle quickly. The six new children, who had been attending the nursery for less than three weeks, arrived confidently and showed that they were happy to be in school. The daily routines, such as hanging their coats on a peg and getting out and tidying away equipment, successfully encourage independence, but the staff intervene as necessary to help the children learn. Expectations of behaviour are high and are applied consistently across both classes. The children are encouraged to consider their own feelings and those of others. In a lesson in the reception class, the children took turns to say what made them feel sad and what made them happy. In the nursery, the children talked about the needs of babies, and were reminded to thank the pianist at the end of their music lesson. The children engage purposefully in their play because the activities provided stimulate their interest and the staff keep a watchful eye on what is happening, intervening to stimulate and challenge when necessary.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** overall.

Main strengths and weaknesses

- The regular use of story books helps the children to develop positive attitudes to reading.
- The teaching of early writing skills needs to be given greater emphasis.
- The children's listening skills are developed effectively.
- Occasionally, opportunities are missed to extend the children's speaking skills.

Commentary

42. The children listen regularly to stories which are told well by the staff. This helps them to develop their listening skills and to foster a love of books. The children in the nursery choose a book when they arrive each morning. They hold the books in the correct way, and turn the pages singly in sequence. The older children are beginning to tell a story from looking at the pictures. The weekly visit to the local library by the reception children provides a valuable opportunity to enjoy hearing stories and to select from a wide range of books. It also reinforces the importance of reading and encourages the children to read outside of school.
43. Speaking skills and early writing skills are often below average when children are first admitted and fewer are on course to reach these expected goals by the time they finish the reception year than is the case in other areas of learning. The staff engage the children in conversation frequently and are mindful to encourage each child to contribute. Occasionally, opportunities are missed to extend the children's vocabulary or to ask questions which require a fuller answer than a single word or phrase.
44. The children's early attempts at making marks on paper are valued by the staff and this encourages the children to view themselves as writers. Writing materials are constantly available for the children to use; notepads in the role-play areas encourage them to write shopping lists or comments about the minibeasts they are studying. This helps the children to understand the importance of writing in everyday life. Satisfactory progress can be seen as the children move through the nursery and reception classes, but greater emphasis could be given to developing their writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Skilful intervention by staff during the children's play and the integration of mathematics into the regular routines of the day help to reinforce their mathematical understanding.
- Interesting activities help the children to view mathematics positively.
- The staff foster positive attitudes to mathematics by the sensitive way they offer encouragement.
- Observation and recording of achievement is used very well to help track progress and inform planning.

Commentary

45. As the children play, the staff make good use of opportunities to draw their attention to mathematics. Children building with construction equipment were encouraged to compare the sizes of their towers and to use language like *taller* and *shorter*. When children were mashing bananas to make baby food, the teacher drew their attention to the halves as she broke the bananas into pieces. The routine of counting the number of children present during registration and of using words like *in front* and *behind* when the children stand in line helps to develop understanding of the language of position. Imaginative activities make learning fun for the children. In the reception class, the children thoroughly enjoyed a team game in which they

were required to place numbered paper plates in order from one to ten. It was a challenging task, but one which the children engaged in with enthusiasm. The staff foster positive attitudes in the children by valuing their comments and use incorrect answers in a way which furthers their learning. For example, when a child said that five followed three, the teacher suggested that everyone should count from one. This helped the child to realise his own mistake without being discouraged. Very good use is made of assessment of the children's progress and this is recorded systematically and used in planning the next steps for each child.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good balance between activities directed by the staff and those selected by the children helps them to solve problems, learn to make choices and gain independence.
- The children's achievement is enhanced by the skilful intervention of the staff.
- Greater focus is needed to help develop the children's computer skills.

Commentary

46. The staff provide the children with many opportunities to solve problems and extend their understanding. Whilst nursery children were using bubble-blowing apparatus outside, the teacher stimulated their thoughts by asking what was inside the bubbles and what colours could be seen in them. On occasions when a new activity is introduced, the staff assist the children to make informed choices, whilst encouraging them to express their preferences. A good example was seen when children were tasting baby food. The teacher encouraged the children to recognise the fruits and vegetables contained in the baby food and to express their opinions about the flavours. Similarly, as children were selecting material and paper to decorate a 'thank you' card, the teacher gave particular help to the new nursery children, because of their inexperience in this sort of task. In both the nursery and reception classes, the staff model the role-play activities for the children, which helps them to develop their imagination as well as their speaking and listening skills. Two good examples were seen where the staff helped the children to bathe the dolls in the nursery, and to become scientists in the play laboratory in the reception class. In both classes, this resulted in more meaningful, independent play. The children have access to computers in both classrooms and a suitable range of programs is available. However, sometimes they are unsure in their use of the program or possess poor mouse control skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided to develop skills of physical manipulation in both indoor and outdoor play.
- The children develop control and co-ordination of their bodies well as they use large apparatus.

Commentary

47. The staff provide a good balance between the focused teaching of skills, and allowing the children to practise. When the children had bathed the dolls, they were encouraged to dry them carefully and wrap them in a towel. They were shown how to do this and were helped as necessary. Similarly, children who were mashing banana to make baby food were shown the technique and then encouraged to try by themselves. Opportunities to use scissors, to place

furniture carefully in a dolls' house and to use toy drills and screwdrivers help the children develop and practise these skills of manipulation. Nursery children were taught how to throw and catch bean bags and balls and appropriate adult intervention helped them to improve their skill. Similarly, the adult support given to the reception children, who were weaving ribbons and wools to make a large spider's web, helped them to make good progress in this challenging task. The children's confidence and skill, in climbing and balancing on the large outdoor equipment, increase as they move through the Foundation Stage. The older children show greater awareness of space and of each other as they play both inside and outside.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children have many good opportunities to work with a variety of materials which encourage them to use their imagination.
- They particularly enjoy singing, join in tunefully and quickly memorise the tunes and words to songs and rhymes.

Commentary

48. The staff provide the children with a good range of materials with which to develop their creative skills. The children enjoy painting and experimenting with colours and texture. The reception children were enthusiastic when trying to paint insects on a very large sheet of paper fastened to the fence outside; several children painted with long strokes in an attempt to represent dragonfly wings. Nursery children roll, cut and knead soft dough and experiment with making objects which they identify as a dog or cake. The nursery children build with a range of construction equipment, often describing their model as a rocket or a tower, and playing an imaginary game with them. Staff intervene sensitively to question and suggest ideas which will develop the play. The children in both the nursery and reception classes sing enthusiastically. The nursery children particularly enjoyed choosing their favourite nursery rhymes and joined in with the actions as they sang. The new children in the nursery watched closely and began to join in as they became familiar with the songs. The children are learning how to play percussion instruments correctly, such as shakers and triangles, but are not yet able to recognise the beat within a tune. This skill is developing well in the reception children who, with their teacher's help, made good progress in tapping the beat to a familiar song. They were also imaginative in suggesting which instruments would best represent different animals in the song.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are rising because of improved teaching.
- Achievement in writing and speaking is unsatisfactory overall.
- The use of literacy skills across other subjects is underdeveloped.
- Pupils are not sufficiently involved in evaluating their own learning.
- Information and communication technology is not used effectively to support learning.

Commentary

49. Over the past three years standards at Year 6 have risen, especially for more able pupils, but these still remain below average when compared to similar schools nationally. The rise is a direct result of improved standards in teaching. Over the past two years there has been a concerted effort to raise the quality of writing and this is beginning to impact on standards. However, the quality and quantity still remains unsatisfactory in most classes, with unsatisfactory presentation and handwriting.
50. Teaching and learning are satisfactory overall, but good in Years 5 and 6, which is an improvement on the previous inspection. Teachers make learning interesting and form good relationships, and this is reflected in the enthusiasm the pupils show towards English. This was observed in a lesson in Year 6, when they were being introduced to the language of Shakespeare by reading extracts from Macbeth. All readily accepted the challenge and, through the skilful questioning and sympathetic techniques shown by the teacher, achieved well. Work is generally well matched to pupils' needs. Support for the lower attaining pupils is patchy and this is having an impact on enabling these pupils to achieve as well as possible on all occasions. However, the situation is better in Years 1 and 2, where it is satisfactory. In some classes, skilful questioning provides good opportunities to enable pupils to use and extend their vocabulary, but this was not seen often enough. Teachers' planning for the use of information and communication technology in English is unsatisfactory.
51. The progress of pupils is recorded systematically, but the effectiveness with which this information is used to influence teaching is not consistent. Pieces of writing are saved to illustrate pupils' progress. However, these are not assessed against National Curriculum levels. Pupils receive little feedback from teachers' marking to help them to know how to improve. The process of involving pupils in setting individual targets for improvement is not established. Discussions with pupils revealed that they have little awareness of how well they are doing, of what they will be doing next and how they can help themselves to improve.
52. The leadership and management of the subject are unsatisfactory. However, needs have been clearly identified and a comprehensive action plan to raise standards in writing is being implemented and is producing positive results.

Language and literacy across the curriculum

53. The teaching of literacy skills in other subjects is unsatisfactory. Too few opportunities are created for pupils to practise and consolidate the skills they have learned in English lessons. Expectations of handwriting and presentation are variable and are not sufficiently high in all subjects throughout the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The achievement of pupils is good.
- Teaching and learning are good overall in Years 3 to 6.
- Classroom assistants support lower attaining pupils well, but individual education plans for pupils with special educational needs rarely contain targets for mathematics.
- Pupils are well managed, have good attitudes and work well together.
- The use of information and communication technology to support the subject is under-developed.
- The subject is well led and managed.

Commentary

54. Standards in Year 2 and Year 6 have been rising steadily in national tests since the last inspection. Standards for the current Year 2 and Year 6 pupils are average. Effective use is being made of the National Numeracy Strategy to develop pupils' mathematical skills, thereby raising standards and ensuring that pupils achieve well. The number of pupils achieving the higher Level 5 in the Year 6 national tests is increasing.
55. The quality of teaching and learning is good overall in Years 3 to 6 and satisfactory in Years 1 and 2. No unsatisfactory teaching was seen, which is an improvement since the previous inspection. Pupils generally feel challenged by tasks but are not always asked to review their understanding at the end of the lessons. They work well together in lessons and support each other. Good use is made of classroom assistants to help the lower attaining pupils. For example, in a very good lesson in Year 6, the teacher quickly engaged and challenged pupils with a fast paced session of mental arithmetic, introducing multiplication and division by 10, 100 and 1000. This activity was effectively supported by the use of calculators. During the teaching of the whole class, the classroom assistant sat on the floor with a group and gave extra help, which ensured all could take part and achieve well. However, few individual education plans for pupils with special educational needs contain specific targets for mathematics and occasionally the same work is provided for all pupils, irrespective of their ability. Marking does not always give individual pupils future targets to aim for. Where teaching is good, opportunities are taken to increase the pupils' understanding of key mathematical vocabulary, and the teachers make good use of pupils' errors and misconceptions to advance their learning. However, neither of these aspects was a consistent strength across all classes.
56. In good lessons, relevant computer programs are used well to support the mathematical concepts being taught. In other lessons, information and communication technology was either not in use or pupils and teachers unsuccessfully used programs they were not familiar with. In general, insufficient use is made of information and communication technology to support lessons.
57. The co-ordinator leads the subject well. He monitors lessons in order to raise the quality of teaching and learning. He has ensured that the elements of the National Numeracy Strategy have been implemented effectively in order to raise standards.

Mathematics across the curriculum

58. Mathematics and numeracy are used satisfactorily across the curriculum but some opportunities are missed. Both in lessons and in work scrutiny, there were good instances of mathematics being used to support science and design and technology. For example, in science pupils measured the slope of a ramp or timed the fall of parachutes. In design and technology, pupils measured the length of straws to make three-dimensional structures. However, few uses of mathematics were seen in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well, particularly in practical science, as a result of good overall teaching.
- Pupils behave well and enjoy science lessons.
- Pupils are not always encouraged to assess their understanding at the end of a lesson.
- Marking does not always inform pupils of their future targets.
- The subject is well led and managed.

Commentary

59. Lessons are practical, which supports well pupils' understanding of the nature of science and gives them opportunities to discuss their experiments and make conclusions based on first-hand experience. Standards by Year 2 and Year 6 are in line with national averages and have been maintained since the last inspection. Standards in investigative science are higher than the national average.
60. The quality of teaching and learning is good overall in Year 1 to Year 6 and has improved since the last inspection, when it was satisfactory. Resources are used well to interest and motivate pupils. Lessons are well managed and pupils are eager to take part and they work well together. For example, in a good lesson in Year 2, the teacher began by using a large remote controlled toy robot to introduce the pupils to battery powered objects and simple circuits. The robot immediately captured the attention of the pupils who were then eager to discuss and disassemble and reassemble torches to see how they were made and worked. The pupils quickly understood the need to connect batteries the correct way round in a circuit and the need to ensure the voltage of a battery was correct when powering a bulb or a toy. Good use is made of classroom assistants to support lower attaining pupils, who achieve as well as other pupils. However, teachers and classroom assistants do not provide pupils with key vocabulary lists to ensure that they know the correct spellings and meaning of scientific words, and few lessons end with a review of the key objectives to allow pupils to assess their level of understanding. The marking of pupils' work is not always supported by constructive comments and future targets. In some lessons, worksheets are not matched closely enough to the needs and understanding of pupils. The use of information and communication technology to support science is underdeveloped.
61. The leadership and management of the subject are good. The co-ordinator has a good understanding of the strengths and weaknesses in the provision for the subject. She supports colleagues well. Since the previous inspection, she has ensured that a policy and scheme of work are in place.
62. Good use is made of educational visits to support the subject, such as those to the Millennium 'Think Tank' in Birmingham and the Wolverhampton Science Park.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory.
- The use of external facilities is helping to raise standards in Year 6.
- Teaching and curricular leadership are unsatisfactory.
- Information and communication technology is not used effectively to support learning across other subjects.
- There is no assessment or tracking of skill development.

Commentary

63. Reference to the previous inspection report shows that overall standards have not improved. However, standards in Year 6 are rising due the effective use of a local information and communication technology suite and the higher emphasis placed by the teacher on the learning of skills associated with information and communication technology.

64. Teachers do not plan well for information and communication technology. Teaching is ineffective due partly to the limited number of computers, but more importantly to a lack of understanding of how to use these resources to their best effect. Although the co-ordinator has planned for the provision of additional hardware, there is no strategic plan to raise standards by improving teaching and learning. The planned information and communication technology suite will improve facilities greatly, but its use will require careful planning if the maximum impact is to be achieved on raising standards.
65. An unco-ordinated approach to teaching contributes to pupils lacking basic skills in the subject. Although teachers know their pupils well, continuous skill development is impaired as a result of the lack of assessment and recording. This, again, results in teaching that is unfocused and does not address the individual needs or build on the prior attainment of the pupil.

Information and communication technology across the curriculum

66. When information and communication technology is used in other subjects it often hinders rather than supports the subject being taught. For example, in an English lesson in Year 4, two pupils were asked to word process headlines about World War 2 for publication in a newspaper. Their poor keyboard skills and the unfamiliarity with simple word processing techniques resulted in far less work being produced than would have been the case had they been writing by hand.

HUMANITIES

Geography was inspected fully and is reported below. Inspectors also saw one lesson in history, which was in Year 2. The teaching seen in that lesson was satisfactory, but there was insufficient evidence to judge standards. Religious education will be the subject of a separate inspection.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards have improved and are now in line with national expectations.
- There is no assessment of achievement or tracking of skill development.
- Aids to help pupils with the vocabulary of geography are underused.

Commentary

67. At the time of the last inspection, standards, resources and subject leadership in geography in Years 3 to 6 were all unsatisfactory. They have all improved and are now satisfactory throughout the school. The scheme of work is providing a good structure for teachers, standards are rising and achievement is satisfactory. However, there is still insufficient formal assessment and teachers' planning does not take account of improvements in pupils' skills, relying too much instead on the format contained in the scheme of work. The implementation of formal assessment procedures is a current priority.
68. Teaching and learning are satisfactory. Teachers ensure work is interesting. For example, a field study visit to Bridgnorth enabled older pupils to combine their knowledge and understanding and produce high quality work.
69. Although resources have improved there is still insufficient help available to assist pupils with their specific vocabulary of the subject. Pupils in Year 6 were enthusiastic about the subject and could talk knowledgeably about maps and capital cities. They know about life in an Indian village and can describe similarities and differences in comparison with life in Wolverhampton.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music were inspected individually and are reported separately below. No lessons were seen in physical education or art. A small amount of pupils' work in art was examined and the standard of this was average.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Standards and teaching have improved.
- The quality of items made by pupils is held back by the limited range of resources.
- The use of information and communication technology to support the subject is underdeveloped.
- Insufficient use of assessment results in a lack of systematic building on skills already acquired.

Commentary

70. Standards by the end of Year 2 and Year 6 are in line with national averages and achievement is satisfactory. Standards have improved since the previous inspection, when they were below the national average. However, resources and materials are limited, and this prevents the final product being of a quality that is above average. Satisfactory use is made of a planning sheet for pupils to design and evaluate their work, but designs are often in the form of sketches rather than carefully detailed and accurate drawings, which would assist in the making of the final product. Teaching and learning are satisfactory and have improved since the last inspection, when they were unsatisfactory. Pupils are managed effectively and behave well in lessons. However, there is no systematic use of assessment so that teachers can ensure that their pupils build on their individual skills and understanding. Analysis of work and displays indicates that items constructed are often similar in design, which does not stretch the more creative pupils.
71. The co-ordinator has a good knowledge of the subject. She has ensured that, since the previous inspection, a policy and scheme of work have been produced and that, through the scheme, there is progression in pupils' work.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teaching is good overall and this enables the pupils to achieve well.
- Learning which is pitched at different ability levels enables pupils to make good progress in lessons.
- The subject co-ordinator has very secure subject knowledge.

Commentary

72. Standards by Year 2 and Year 6 are average. Teaching and learning have improved since the last inspection and are now good. The ways in which teachers cater for different needs provides challenge for pupils of all abilities. In two of the lessons observed, the more able pupils were given a harder part to sing and accompany with percussion. This gave them a suitably difficult challenge. In a lesson in Year 4, the teacher successfully supported a less able group

well and helped them to recognise the beat in a song, whilst giving a more challenging task to the higher attaining pupils. This enabled all pupils to achieve well.

73. Good management of the pupils creates a calm atmosphere in which all are able to focus on the intended learning in music. The opportunities provided for working together in composing and performing, which were seen in several classes, contribute positively to the pupils' personal development.
74. The co-ordinator has good subject knowledge and works hard to increase her expertise. Although she sees other teachers' planning, much of her discussion with other staff is informal and she has too little opportunity to pass on her expertise. There is no whole-school assessment and recording system for monitoring pupils' progress and this is a current priority.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).